

California Postsecondary Education Commission

Improving Teacher Quality State Grants Program

Project Description

Project Title	K-2 Teaching Learning Collaborative (TLC)		
Grant Amount: \$950,694	Grant Period: 2007-2011		
Grade Level: K-2	Subject Matter: Science		
Institute of Higher Education	<input type="checkbox"/> California State University Long Beach		
Local Education Agency	<input type="checkbox"/> Montebello Unified School District		
Additional Partners:	<input type="checkbox"/> Garvey School District <input type="checkbox"/> K-12 Alliance/WestEd		
Need for Project/ Population To Be Served:	<p>An analysis of MUSD's current CST and CELDT data indicates that a majority of all students are not showing adequate academic progress in grades K-2. Both Montebello USD and Garvey SD have had funding for science and math professional development through the (CaMSP) for teachers of grades 4-8 in science and 5-Algebra. While many teachers of grades K-3 requested the services of this project they have been unable to participate in this professional development program. The K-2 TLC bridges the gap in professional development across the grade spans</p>		
Project Goals:	<p>The goals of the K-2 Teaching Learning Collaborative (K-2 TLC) are to:</p> <ul style="list-style-type: none"> •Increase student achievement in science; •Increase teacher content knowledge in science and literacy; •Increase English language development of students; •Impact teacher attitude and self-efficacy in science and literacy; and •Improve teacher pedagogical skills by implementing the reflective TLC process as a professional learning community. 		
Summary of Activities:	<p>The design features two major activities: the 10-day Facilitator Academy and the 11-day TLC Academy for each year of the project. The 10-day facilitator academy occurs in January (5 days) and in June (5 days) for each year of the project. The 11-day TLC academy consists of 5 days of a science content academy in the summer and 6 days of an extended academy during the school year in participating teachers' classrooms, where students will receive direct service from the project.</p>		
Outcomes Expected:	<ol style="list-style-type: none"> 1) Increase teacher content knowledge in science and early literacy as measured by pre-post tests and STEBI (1990); 2) Increase student achievement in science and literacy as measured by pre-post tests, CELDT, local ELD and ELA assessments; 3) Impact how teachers implement strategies learned at the academy into classroom practice as measured by collective case study (Stake 1995) 4) Sustain the partnership among the Montebello Unified School, Garvey School District and California State University Long Beach. 		
Teachers Served	42	Students Served	840
Project Website:			
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